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ABSTRACT

This review of literature focuses on teacher education responses to the need for a more diverse teacher workforce. It discusses literature on the following topics: the need for cultural diversity in teacher education, minority teacher education programs, and recommendations and generalizations. The literature on the first topic reflects two approaches to cultural diversity in teacher education (various theories about a knowledge base regarding cultural diversity and determining the current beliefs widely shared by candidates before they study teacher education). Several research reports on preservice teacher beliefs are discussed. Research reports and program descriptions related to minority teacher education programs (the second topic) are reviewed. The programs include: the Bilingual Teacher Training Program at California State University at Chico; the Minority Teacher Development Program, developed by the Denver (Colorado) Public Schools and several local colleges; the Minority Mentorship Project at Texas A & M University; and two student teaching programs at Moorehead State University (Minnesota). The recommendations from the literature discussed include: incorporating a multicultural perspective throughout the teacher education curriculum rather than limiting efforts to one course; arranging positive, quality field experiences; and providing opportunities for teacher education students to have personal interactions with minority students. (IAH)

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GROWING OUR OWN: A MASTERS LEVEL CERTIFICATION PROGRAM FOR BILINGUAL INSTRUCTIONAL ASSISTANTS

REVIEW OF SELECTED LITERATURE

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JURIED SYMPOSIA SESSION

AMERICAN ASSOCIATION OF COLLEGES

FOR TEACHER EDUCATION

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INTRODUCTION

My assignment was to review and report on selected articles that describe other program efforts to recruit a more diverse teacher work force. The criteria used to select the articles included recent publication (1988-1991) and uniqueness of contribution to the understanding of the diversity issue. The report is organized into the following categories: 1) need for cultural diversity in teacher education; 2) minority teacher education programs; and 3) recommendations and generalizations.

I. NEED FOR CULTURAL DIVERSITY IN TEACHER EDUCATION PROGRAMS:

Eppenauer and Smith (1991) describe the huge growth of the culturally diverse population in the United States. Such growth is accompanied by an accelerated, intensified and diverse accumulation of knowledge. This growth in knowledge resulted in a plethora of different theories regarding what should constitute the knowledge base, or conceptualizations, regarding cultural diversity.

As a result of this growth in population and knowledge, the authors emphasized the need for a reflective approach to teacher education. Using a reflective approach, prospective teachers would need to think about education from a relational perspective and as a process integrally connected to the

cultural, political and economic institutions of the larger society. This reflectiveness is context dependent, and prospective teachers must be taught to reflect in their own respective situations.

Another approach to understanding the need for a diverse teacher education work-force is to determine the current beliefs widely shared by candidates before they study teacher education. In other words, what is the knowledge base in the area of diversity that preservice teachers bring with them prior to teacher education?

Wood and Floden (1990) conducted and implemented a survey questionnaire to prospective elementary and secondary math and English teachers and to non-education math and English majors. The purpose of the survey was to determine prospective teachers' beliefs and attitudes about teaching mathematics and writing to diverse learners. Their paper examined what commonalities could be found in such a diverse testing group regarding beliefs, knowledge and attitudes.

The questionnaire was given prior to the student entering an education program and was followed up on the student's first year of teaching. The findings indicate that most prospective teachers expected to learn almost as much from academic studies as from experience. Even though the respondents were

intentionally chosen to be diverse, their responses approached consensus. Those who plan to enter teaching believe much more in the power of pedagogy than non-education majors.

Regarding the teaching of math and writing to diverse students, preservice teachers believe skills should be taught as a process and the rules associated with the discipline should be explained as well as memorized. In contrast, non-education majors believe the rules should only be memorized, not explained.

Furthermore, regarding student diversity, survey respondents believed all students regardless of socio-economic differences should have equal access to knowledge. Finally, the authors expressed frustration regarding the ambiguity of the areas of consensus; and, though the responses made were socially acceptable, they are not always typical of practice.

Another study that analyzed what prospective teachers know or think about teaching and learning in diverse classrooms was reported by McDiamid and Price (1990). The preservice teachers were asked to complete a questionnaire on given topics, then presented information to see how, or if, their ideas or attitudes would change after the presentation.

The questionnaire and training seminar consisted of topics such

as racial prejudice, student self-esteem, classroom management, cooperative learning, learning styles, multicultural curricular materials and information regarding specific cultural groups such as Asian, Hispanic, Native and African Americans. The assumption underlying the training was that student teachers lack certain information that is critical to working with culturally diverse students.

The pre-seminar questionnaire results indicated that students believed the best way to serve culturally different children is to make sure all students have the opportunity to understand the subject matter in ways to increase their capacity to figure things out for themselves, and their view did not change significantly after the presentation.

The authors reported that, although preservice teachers were exposed to increasing amounts of information about children who are culturally different from themselves, their negative attitudes did not improve. Their recognition and rejection of stereotypes on the post-administration of the questionnaire did not increase and in some cases actually decreased. The authors believe that the prospective teachers interpret the seminar information and apply it to their own prior experience. Further, they believe that the actual presentation of information on culturally diverse groups may promote or encourage preservice teachers to generalize and prejudge

students. Or students may feel confused about being taught to be suspicious of generalizations regarding groups and yet encounter materials and presentations that make generalizations about normative values, attitudes and behaviors among different groups.

The authors conclude that prospective teachers need to examine their preconceived understanding as well as their comprehension of ideas, information and situations they encounter in course-work to be able to develop sensitivity and positive attitudes toward meeting the needs of culturally different learners.

Larke (1990) developed a questionnaire to assess the cultural sensitivity of preservice teachers. She based the investigation on the assumption that today's teachers need to be sensitive to culturally diverse students' needs in order to increase minority students' academic success. The questionnaire was administered to a group of preservice teachers upon their completion of a required multi-ethnic course.

The results of the study indicated areas of concern in a number of situations. First, the great majority of preservice teachers realized their future students would be from diverse backgrounds; yet, only one-fifth indicated a preference to work with students of different cultures. Second, preservice teachers were desirous of parental input in program planning

but feel that parents know little about assessing their own children. Third, the preservice teachers did not accept student use of non-standard English. Fourth, although the preservice teachers would make accommodations for students' cultural and linguistic differences, the issue of assessment became a difficulty. The desire of these preservice teachers to alter standardized measurement to meet these students' needs would face opposition because of the need to support reliability and validity standards.

Finally, in creating a multi-cultural environment, three-fourths of the preservice teachers indicated they did not object to the use of ethnic jokes (evidently, this indicates that some of these preservice teachers are not aware that these jokes or statements promote racism).

Overall, the preservice teachers were willing to make accommodations for diversity in the educational program. Furthermore, they did not indicate the belief that cultural knowledge would affect teachers' expectations of students.

II. SELECTED MINORITY TEACHER EDUCATION PROGRAMS:

Jesus Cortez (1989) has described the Bilingual Teacher Training Program at California State University at Chico. The program has identified three major concerns: 1) there is an

increasing percentage of ethnic and language minority students in the schools; 2) there is a great demand for bilingual teachers, hence bilingual training programs; and 3) there is a demand for the type of training and competencies needed for the bilingual teacher.

Given these concerns, the Chico program is described as a place where trainees maintain course-work while practicing field-work in bilingual classrooms off campus. The goal of the program is to help meet the need for bilingual teachers by providing competent professionals to work in classrooms so the limited English proficiency students can have an equal educational opportunity. They try to meet this goal by meeting the following program objectives: 1) trainees will be able to provide instructions in English and Spanish with equal facility; 2) trainees will demonstrate knowledge of linguistics associated with English, and Spanish-limited English proficiency students; 3) trainees will demonstrate knowledge of the culture of limited English proficiency students and 4) trainees will demonstrate instructional methods and techniques appropriate to bilingual classrooms.

The Minority Teacher Development Program: A Colorado Model was presented at the 1991 Annual AACTE meeting in Atlanta by Duran, Ford, Foster, Goets and Mahlios (1991). They described a program which includes the participation of the Denver Public

Schools, the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado at Denver. This coalition of a community college, a state college and a state university working together to train teachers is a first-time event in the state of Colorado. In addition to addressing issues of minority role models for students in schools and opportunities for ethnic minority individuals to prepare to become teachers, this program also increases the percentages of ethnic minority students at the three institutions of higher education.

Minority employees of the Denver Public Schools have been given the opportunity to indicate interest in higher education course work toward an educational degree and/or teaching certification with the understanding that some financial support would be provided for their work in the program to which they were admitted. Each of the participating institutions of higher education is admitting up to 25 minority students through this program.

The Community College of Denver (CCD) and Metropolitan State College at Denver (MSCD) have developed a Summer Bridge Program to enable recent high school graduates to receive support for college success. The goal of the program is to assist minority students to complete the bachelors degree. CCD and MSCD have articulated a new Associate of General Studies Degree which

transfers directly to MSCD programs leading to teacher certification. The Associate of General Studies degree requires the student to take 47 credits at CCD and 13 credits at Metro MSCD prior to admittance to the MSCD teacher certification program.

Students entering the University of Colorado at Denver (UCD) could pursue teacher certification or had a choice of a number of program areas in which to do graduate degree work. Students entering UCD were screened according to standard admission criteria in the School of Education.

Short-term funding to provide tuition and other expenses (books and fees) for students at CCD and MSCD was secured through the Summer Bridge Program budget. Tuition and fees scholarships for 6-9 credit hours were awarded to the 25 students selected to participate in the Summer Bridge Program. No scholarships are available beyond the Summer Session. Participants, thereafter, must either qualify for financial aid, pay their own tuition, or apply for other scholarship programs. Financial Aid appears to be the only certain form of monetary support for these programs.

Qualifications for the program require that candidates must: 1) be a practicing paraprofessional in the classroom; 2) possess a high school diploma or GED; 3) be a Colorado

resident; 4) minority (African-American, Hispanic, Native-American, Asian or Pacific Islander); and 5) be a U.S. citizen.

Larke, Wiseman, and Bradley (1990) state that teacher attitudes and perceptions of students, specifically minority students, set the level of expectations and kind of treatment directed to students. Factors that have been known to affect teachers' positive or negative attitudes or expectations include race, sex, and socioeconomic status. Positive interactions and increased cultural awareness or sensitivity have been known to change previously held ideas. The authors discuss how The Minority Mentorship Project (MMP) of Texas A&M University has changed the attitudes of preservice teachers.

The MMP incorporates the strategies of multicultural education, human relations training and cross-cultural mentoring to help preservice teachers reflect the concerns of the diverse student population. In accomplishing this goal, the program links a group of undergraduate education students with an elementary age African or Mexican-American student for a duration of three years. The purpose of this assignment is twofold: 1) to provide extended experience for preservice teachers to work with minority students; and 2) to provide minority students with academic and social support.

The prospective teachers develop instructional strategies at

the same time they are working with these students, and the program provides activities promoting positive interactions such as: weekly individual tutoring, cultural and social events, end of semester banquets, and weekly letter or telephone correspondence.

The manner in which the program achieved a sense of attitudinal change was in giving pre-, and post-assessments called the Perceived Personality Characteristic Inventory. The pre-assessment strongly indicated that most preservice teachers had negative perceptions regarding the personality of the minority student; i.e., they believed they would reveal a lack of self confidence and a low self-esteem. However, the post-assessment revealed a change to a more positive attitude. The authors conclude that "the integration of multicultural education, human relations training and cross-cultural mentoring provided appropriate strategies for changing attitudes of preservice teachers about minority students."

Cooper, Beare and Thorman (1990) assert the need for a dedication to preparing preservice teachers in the area of multicultural education. They outline the grave disparity between the number of white teachers and a diverse student population. The authors take the position that multicultural understanding cannot come from just one course in multicultural education but must permeate all areas of education experience

for preservice teachers. Preservice teachers need to gain the understanding that cultural pluralism is valued by being in schools wherein it is valued. Also, they need to understand that cross cultural experiential learning aids self-development and develops characteristics desirable for effective learners.

In the study, the authors attempt to answer the following questions: Exactly what are the connections between a student teacher's cross-cultural experience and his/her attitude towards multicultural teaching? Does practice teaching in another culture really make a difference in the actions of future teachers? How do the attitudes and actions of student teachers, who do not leave their mono-cultural setting, differ from their peers who do?

The authors discuss two different teaching programs at Moorehead State University in Minnesota. In the first program, student teachers teach in South Texas, where they are immersed in the prevailing Hispanic culture, and practice teaching from the vantage point of a different culture. The second group completed their student teaching in Minnesota (in the same dominant culture) at the same time. After the student teaching experiences were complete, every student from each group was given the same assessment questionnaire to determine beliefs about six categories; 1) personal/professional development; 2) awareness and sensitivity; 3) instruction; 4) curriculum-

content; 5) curriculum-resources; and 6) parent-community relations.

The results of the questionnaire indicate a significant difference between the two groups. The Texas student teachers indicated greater ease in encouraging and feeling comfortable with diversity, as a result of having the experience behind them. The authors concluded by expressing a need for preservice teachers to have direct contact with students from different cultures to increase essential skill and sensitivity levels.

III. RECOMMENDATIONS AND GENERALIZATIONS:

Larke, Wiseman, and Bradley (1990), recommend that preservice teachers need: 1) a cultural knowledge base; 2) quality positive experiences and 3) personal interactions with minority students.

Larke (1990), makes a series of recommendations to help preservice teachers deal with their discomfort in working with minority students: 1) provide more than one course in multi-ethnic education to give preservice teachers opportunities to raise cultural sensitivity; 2) develop a field base to multi-ethnic and methods courses providing opportunities for working with culturally diverse students; 3) develop mentor programs

between preservice teachers and culturally diverse students to raise sensitivity levels; 4) raise sensitivity levels of college and university instructors through required and/or voluntary seminars; and 5) seek field placement with schools that are cognizant of diversity.

Gayles (1988) suggests that the curriculum in a bilingual/ multicultural teacher education program should be designed around experiential and conceptual backgrounds of multi-ethnic children and youth. She recommends that attention be given to both general education and professional education.

General education should include teaching a comprehensive understanding of humankind's cultural heritage and should provide broad experiences to develop understanding and appreciation of other civilizations. The second area of professional education is broken down into three sub-components: 1) psycho-educational; 2) socio-educational; and 3) teaching skill.

The psycho-educational component focuses on developing emotional maturity in preservice teachers through helping them understand their anxieties, insecurities and prejudices. This component also provides opportunities for students to examine their attitudes toward authority and defense mechanisms and helps them discover and discuss unresolved feelings. The

prospective teachers are also provided with information regarding emotional and psychological development of children with diverse cultural backgrounds.

The socio-educational component deals with helping teachers develop understanding of their students' different cultures to capitalize on their strengths and promote understanding. It also encourages participating in cultural communities to gain a more realistic understanding of cultures.

The last component involves designing curricular experiences to help preservice teachers with multilingual difficulties. Prospective teachers should become familiar with the language of the students, and they must learn how to deal with socially undesirable behavior of minority students who may feel inferior.

Davidman (1990) asserts that multicultural education needs to be integrated throughout the teacher education program as opposed to being an additive program. There is a need for multicultural goals, curriculum, setting and supervision. The author advocates an approach that helps preservice teachers understand that what makes a classroom multicultural is not its demographic population, but how the curriculum is presented.

One example of a curriuclum strategy is use of the case method.

Kleinfield (1990) advocates its use to provide background information in how to deal with particularly troublescme situations in culturally unfamiliar contexts. It gives prospective teachers vicarious experiences in which to progress beyond emotional or judgmental reactions. Its benefits in developing teacher awareness includes: 1) developing a social map of unfamiliar cultural terrain; 2) recognizing stress points and avoiding serious errors; 3) learning how to frame fruitful problems; 4) enlarging their repertoire of useful strategies; and 5) preparation emotionally for an unfamiliar and sometimes unjust world.

The author gives an example case study and possible answers in analysis and evaluation, and concludes by asserting that the case method enables students to practice professional judgement and helps them to become prepared emotionally for potential difficulties.

Hallman's (1988) goals are to empower prospective teachers to meet the needs of non-dominant cultural groups by incorporating non-dominant language and culture into the teacher education program. Furthermore, the teacher education faculty will need to consider pedagogy changes, i.e., in making their instruction more collaborative than exclusionary. According to the author, faculty should concentrate more on learning through interaction with others rather than the lecture form of transmission and

emphasis on cooperation rather than competition. There needs to be less reliance on true-false, multiple choice and standardized testing as forms of assessment to enable minority students to be successful.

Students and faculty need to develop positive feelings and perceptions regarding cultural diversity and to learn more teaching strategies to accommodate different learning styles. The author states that, if the teacher education faculty is willing to use more appropriate teaching strategies, more minority students will be encouraged to become teachers.

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